



- I. **Course Description:** This class provides the student with a hands-on, performance-based opportunity to study choral singing and musical literacy through diverse repertoire and sight singing. Additionally, the students will be engaged in activities that foster creative and critical thought of how popular music reflects society, with a focus upon several recurring themes:
- a. The interaction of European American, African American, and Latin American musical traditions
 - b. The influence of mass media and technology (printing, recording, radio, video, Internet)
 - c. The role of popular music as a symbol of identity (race, class, gender, generation)

II. Grading: Grading will be according to total points possible and will include:

1. **Daily Participation and Academic Responsibility:** Students will earn 50 points per week for their active and constructive participation in the rehearsal time. In order to receive all 50 points the student must:
 - a. Be on time with their music folder, choir folder, pencil, and any additional materials necessary for class.
 - b. Be attentive and cooperative during the rehearsal process. This means always engaged in and participating in ALL aspects of the rehearsal process.
 - c. Never use cell phones or other distracting electronic devices.

2. GRADING:

1. **30% CLASSROOM PARTICIPATION**
2. **30% PRACTICE/STUDY LOGS**
3. **30% PERFORMANCES**
4. **10% SEMESTER PROJECT/FINAL**

1. **Performances:** All performances are mandatory and graded unless noted otherwise. Students must be at the performance site in uniform with the required equipment and music at the stated call time in order to receive full credit. Unexcused absences from a performance will result in a failing grade for that performance. The music teacher must be notified **2 weeks in advance, by a parent, in writing** if there is a situation that prevents you from being at a scheduled performance; however, whether or not the situation is excusable is left up to the discretion of the high school music teacher. Typically, death and severe illness are the **ONLY** excused absences. Documentation of a funeral and/or a doctor's note will be required to excuse the student from performances. Other potential absences must be brought to the attention of the high school music teacher within the first two weeks of the school year. If you are excused, you will be given an alternate assignment. **Please note**, a student's job commitments are not excused. Part of being a music student and an adult is learning time management and personal responsibility. Students are usually able to work and participate in choir. Please give a copy of your choir schedule to your employer.

1. **Assignments:** Students will be given various assignments pertaining to the music lesson at hand. A typical lesson includes music theory, preparing sight singing assignments, preparing assigned music parts, etc.

1. **Tests:** Students will be tested on music theory concepts, sight singing skills, and assigned music.

1. **Music Service:** All choir students are required to do 2 hours of music service 1st semester and 2 hours of service 2nd semester. This includes service opportunities such as bringing baked goods to the football games and other events, volunteering at fundraisers, assisting Mr. Williams with music tasks after school or during lunch, etc. Also, I will also be asking choir students to sign up to help work the Music Boosters Concession Stand at home football games. Superseding the music service requirement may result in extra credit. ☺

III. Formal Uniform: You are responsible for having the following items as part of your choir uniform:

1. Black dress pants/skirt – skirts must be at or below the knee
2. Black shirt/blouse – no low cut tops or spaghetti straps
3. Black dress shoes & socks/nylons - no flips flops or stiletto heels

IV. Benchmarks: You must pass ALL benchmarks for this class

1. **Singing and Written Exams:** Various dates throughout the year
2. **Concerts and Festivals TBA**

V. Class Rules:

1. Be early or on time.
1. No food or drink in the music room.
2. Do NOT use cellphones in class.
3. Be attentive.
4. Take care of all equipment.
5. WHS rules as found in the handbook always apply and are enforced.
(Tardy policy, dress code, bathroom, etc.)

CONCEPT ONE

“SINGING IN A CHOIR VERSUS SIMPLY SINGING SONGS”

OVERVIEW

Standards:

- CALIFORNIA VISUAL AND PERFORMING ARTS STANDARDS (MUSIC), 2019
- NATIONAL MUSIC STANDARDS, (NAFME), 2014
PRIMARY EMPHASIS:
 - 1. CREATING**
 - 2. PERFORMING**
 - 3. RESPONDING**

Big Idea or Concept:

- Being a vocalist musician is a lifelong quest. Don't be frustrated and be patient!
- How has vocal music impacted our culture
- How should we approach singing both mentally and physically?

Essential Questions:

- How do you stay motivated if you don't immediately learn a concept?
- What are ways that you can train yourself to pay specific attention to how the vocals fit into a larger piece of music?
- How do I become a vocalist/musician rather than just somebody that is able to sing?

Students will understand/know...

- The beginnings of the process of the lifelong pursuit of music.
- How the vocals function as part of a larger musical landscape.
- The different perspective you bring when you are singing as a soloist and versus you are part of the chorus.

Students will be able to ...

- Basic formulation of how to pronounce syllables within a vocal music context
- Identify the basic function of soloist or chorus singers
- Understand the importance of playing with good diction and a steady beat

Stage 2- Assessment Evidence

Monitoring and Feedback:

- Student learning will be assessed during the "lecture" portion of the class
- Students will also be perform utilizing the FlipGrid and Soundtrap Platforms
- Instructor will provide feedback upon student performance.

Other Evidence:

- Students will be given quizzes to monitor progress
- Students will provide weekly "Practice/Listening Logs" to provide them an avenue to respond to their performances and week's musical experiences.

Stage 3- Learning Plan

Learning Activities:

All classes will have the following basic format:

1. Introduction, attendance, warmup exercises
 - a. At the end of the warmup basic concepts will be covered, but not discussed in detail
 - i. Example: Sing solfege syllables
2. **(CREATE)** Students are led through various performance activities:
 - a. Note: These will vary dependent upon student progress
3. **(RESPOND)** Various types of music that involve vocals will be played and the students will be led through a discussion of musical style, history, performance practices etc..
4. **(PERFORM)** Students will be given time to record themselves utilizing concepts taught

Skills Taught:

1. Proper body position
2. Proper breathing
3. Proper syllables

Musical Styles covered:

1. Broadway

Discussions

1. How does music inform the world around us?
2. What are some of the challenges that you think you will encounter throughout this course and pursuing vocal music?

CONCEPT TWO

“Exploring the Voice and incorporating techniques into song”

OVERVIEW

Standards:

- CALIFORNIA VISUAL AND PERFORMING ARTS STANDARDS (MUSIC), 2019
- NATIONAL MUSIC STANDARDS, (NAFME), 2014
 - PRIMARY EMPHASIS:
 - 4. CREATING**
 - 5. PERFORMING**
 - 6. RESPONDING**

<p><u>Big Idea or Concept:</u></p> <ul style="list-style-type: none"> • Learn how Soprano, Alto, Tenor and Bass function together • Learn how to move smoothly from chest to head voice • Learn basic music theory (lines and spaces) 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does the “feel” of the piece of music change if you sing it differently? • Why is it important to be able to move smoothly from chest to head voice? • If you don’t pronounce the most clearly how does it change the overall impact of the music?
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<p><u>Students will understand/know...</u></p> <ul style="list-style-type: none"> • The importance of singing properly • How to approach singing songs at different tempos • The proper approach to phrasing musically 	<p><u>Students will be able to ...</u></p> <ul style="list-style-type: none"> • Sing with other while beginning and ending phrases together • Change their approach to singing fast songs versus slow songs • Identify when a group is functioning together and when it is not
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Stage 2- Assessment Evidence

<p><u>Monitoring and Feedback:</u></p> <ul style="list-style-type: none"> • Student learning will be assessed during the “lecture” portion of the class • Students will also be perform utilizing the FlipGrid and Soundtrap Platforms • Instructor will provide feedback upon student performance. 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Students will be given quizzes to monitor progress • Students will provide weekly “Practice/Listening Logs” to provide them an avenue to respond to their performances and week’s musical experiences.
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Stage 3- Learning Plan

Learning Activities:

All classes will have the following basic format:

5. Introduction, attendance, warmup exercises
 - a. At the end of the warmup basic concepts will be covered, but not discussed in detail
 - i. Example: Sing intervals
6. **(CREATE)** Students are led through various performance activities:
 - a. Note: These will vary dependent upon student progress
 - i. Instructor will demonstrate concepts through discussion and lecture
7. **(RESPOND)** Various types of music that involve vocals will be played and the students will be led through a discussion of musical style, history, performance practices etc..
 - a. The students will perform basic variations of the music that is demonstrated
8. **(PERFORM)** Students will be given time to record themselves utilizing concepts taught
 - a. Students will be provided with feedback from the instructor on their performances and given specific skills to apply to their performances.

Skills Taught:

1. The difference in approach between classical and "popular" music
2. How to approach singing a harmony part versus a melody
3. How to utilize the SoundTrap Platform for maximum creative effectiveness

Musical Styles covered:

1. "Popular" Music
2. Classical Music

Discussions:

1. How can you change the basic feel of the song by changing the balance between the various parts?
 - a. Why would you want to do this?

CONCEPT THREE

"CELEBRATING YOUR VOCAL PRACTICE THROUGH PERFORMANCE"

OVERVIEW

Standards:

- CALIFORNIA VISUAL AND PERFORMING ARTS STANDARDS (MUSIC), 2019
- NATIONAL MUSIC STANDARDS, (NAFME), 2014

PRIMARY EMPHASIS:

- 7. CREATING**
- 8. PERFORMING**
- 9. RESPONDING**

<p><u>Big Idea or Concept:</u></p> <ul style="list-style-type: none"> • How do you present songs to an audience? • How can movement be most effectively incorporated into performance? • How do you project the proper “mood” to an audience? 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How should we approach playing a piece of music both mentally and physically during a performance? • How do we reach an audience emotionally? • How do musical phrasing choices impact the singing of a song?
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<p><u>Students will understand/know...</u></p> <ul style="list-style-type: none"> • How to work together with other members of the ensemble to maximize performances • How to sing in a manner that provides no distraction to the audience • History of performance practices 	<p><u>Students will be able to ...</u></p> <ul style="list-style-type: none"> • Master songs and present them effectively to an audience. • Be able to interact with the piano or other accompaniment sources in the most effective manner • Understand the historical impact of their performances
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Stage 2- Assessment Evidence

<p><u>Monitoring and Feedback:</u></p> <ul style="list-style-type: none"> • Student learning will be assessed during the “lecture” portion of the class • Students will also be perform utilizing the FlipGrid and SoundTrap Platforms • Instructor will provide feedback upon student performance. 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Students will be given quizzes to monitor progress • Students will provide weekly “Practice/Listening Logs” to provide them an avenue to respond to their performances and week’s musical experiences.
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Stage 3- Learning Plan

Learning Activities:

All classes will have the following basic format:

9. Introduction, attendance, warmup exercises
 - a. At the end of the warmup basic concepts will be covered, but not discussed in detail
 - i. Example: Sing intervals, solfege, movements
10. **(CREATE)** Students are led through various performance activities:
 - a. Note: These will vary dependent upon student progress
11. **(RESPOND)** Various types of music that involve vocals will be played and the students will be led through a discussion of musical style, history, performance practices etc..
12. **(PERFORM)** Students will be given time to record themselves utilizing concepts taught

Skills taught:

1. How to breath and move together with other members of the ensemble
2. How to pace a piece of music so that it makes the proper emotional impact upon the audience

Music Styles Covered:

1. Contemporary Broadway
2. Country
3. Popular Holiday Music

Discussion Questions:

1. How has technology changed the way that songs are performed? Do you think that is a good thing?